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ABSTRACT

This reading handbook was developed by the Chula Vista City School District (California) to assist teachers in planning a balanced reading program and in selecting the most effective instructional material for pupils from those provided by the state and district. The contents include: "Introduction"; "Assessment Materials," which discusses the Metropolitan Readiness Tests, San Diego State Quick Assessment, Instructional Reading Level Assessment, and Phonetic Skills Survey; "Pacing Schedule," which presents a schedule developed for five groups of learners; "Reading Skills," which looks at the reading programs contained in the Bank Street Readers, Harper and Row Reading Series (Strand I), Macmillan Reading Program, and Open Highways readers; "Individualized Reading Program," which outlines the procedures involved in an individualized reading approach; "Independent Oral Reading Program," which presents an independent activity for oral reading; "Instructional Materials," which lists state adopted readers, supplementary materials, and record keeping; and "Professional Books," which lists professional books in the area of reading instruction. (WR)

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READING HANDBOOK

Grades K-6

Chula Vista City School District
Chula Vista California

CS 001 738

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CHULA VISTA CITY SCHOOL DISTRICT

READING HANDBOOK

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PREFACE

This reading handbook has been developed to assist teachers in planning a balanced reading program and in selecting the most effective instructional materials for pupils from those provided by the state and the district. It should serve as a ready source of information, answering specific questions of general concern regarding the program of reading instruction in the Chula Vista City School District.

The materials in this handbook were compiled or developed by Harry Roux. The Miller-Unruh Reading Specialists, classroom teachers and the curriculum staff reviewed the materials and contributed suggestions. Leon Lauterbach assisted in the preparation of the bibliography. We wish to acknowledge also the help of Gene Militscher and the secretaries in the technical job of production. The contributions of all these people to our reading program is much appreciated.

Douglas E. Giles
Director of Curriculum

Approved:

Burton C. Tiffany
Superintendent

CHULA VISTA CITY SCHOOL DISTRICT

READING HANDBOOK

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INTRODUCTION

Reading is the means of communication by which children get meaning from the printed page. As a process, it is interrelated with the other communication skills of listening, speaking, and writing. In the elementary school, children move toward two major goals: (1) mastery of the reading process to the point where the act of reading becomes effortless, and (2) development of permanent lifelong interest and participation in reading from the wide variety of literary resources available in our culture.

Needs of society for better education for all people, together with the increased quantity of printed materials, place upon our schools demands for developing pupils' ability to read at an early age. In fact, reading is recognized as one of the most important processes children learn in the elementary school. Each year with the varied opportunities in our urban society, increased travel in and out of the local community, the availability of radio and television, and the rising expectations of parents, many children are bringing a richer background to the reading program and are ready for earlier reading experiences. In contrast, children who lack such opportunities or who learn English as a second language have comparatively greater need for experiences which develop background necessary to success in learning to read. In our schools, teachers must accept the responsibility of providing for each child a sequential, developmental program best suited to his individual needs. This individualization can take many forms as children work in groups of varying sizes for certain purposes, work with the teacher alone, or work independently under teacher supervision. While different children will begin to read at different times and progress at different rates, no child should fail to learn to read.

A balanced reading program necessitates a number of approaches and a variety of materials to meet the learning needs of all children and to develop skills for the varied purposes for which they read. Teachers need to be able to utilize the following types of reading instruction:

1. Developmental Reading. This phase of the program provides instruction and practice in the skills needed for proficiency in reading printed symbols. It is sequential and structured in its organization. Developmental reading includes instruction in word recognition, phonetic analysis, structural analysis, purposeful silent and oral reading, comprehension, and interpretation. Well-organized textbooks and supporting materials usually guide the teacher in the developmental reading program.

2. Functional Reading. Children need to be able to apply the skills learned in developmental reading to the various subject matter areas of the curriculum.

Teachers can help children apply these skills through the use of materials in certain reading textbooks designed for this purpose and through carefully planned lessons in the books used in each subject: social science, mathematics, science, etc. Functional reading also applies to children's use of newspapers, magazines, library and reference books as they seek information for varied purposes.

3. Literature. Children have opportunities to grow in their enjoyment and appreciation of literature as teachers share with them in creative ways works of recognized literary quality. Reading aloud, using tapes, studying together from literature textbooks, and using the school library all contribute to acquaintance with prose, poetry, and drama through which children satisfy interests, grow in understandings of themselves and others, and enrich and extend their knowledge. These experiences with literature can lead to creative oral and written expression, dramatization, choral speaking, artistic interpretation, and a variety of enriching activities.

4. Language Experience. The language experience phase of the reading program capitalizes upon the child's own language. It is a bridge between the unique oral language a child brings to school and the reading he does from books. It begins in the kindergarten as children dictate their thoughts to the teacher and read back or hear her read later what has been said. Such experiences progress to individual and group composition and children's own writing, which can be reread by the pupil author, the class, or other people. In this way children gain confidence in communicating their own ideas with clarity and quality of expression. Children enjoy displaying their compositions and making books of their own writings.

5. Individualized Reading. To meet the needs, varied abilities, and interests of children, many teachers individualize their reading programs during all or part of the school year or employ a flexible combination of group and individual work. In an individualized program, children have opportunities to select from a variety of reading textbooks and library books, read at their own rate, follow their own interests, and have individual conferences with the teacher. At this time the teacher checks skills and comprehension and helps the child in planning his further reading. The teacher may form groups to work on specific needs or to share reading experiences.

6. Remedial Reading. In a sequential, developmental reading program where attention is given to the individual progress of each child, remedial reading is an integral part of instruction. It should not be a program for pupils who have had repeated failures in the reading process. At each stage of the program, the teacher assesses needs and reteaches skills. Practically, from time to time, special remedial groups are formed in a single classroom or in a special cluster grouping for special instruction. Remedial reading is recognized as the responsibility of all teachers at all grade levels.

In a typical class the following types of activities are included in a well-balanced reading program:

1. Reading basic reader selections with guidance by the teacher, and with emphasis on phonetic skills, building vocabulary, structural analysis, comprehension, silent and oral reading. Pupils are encouraged to try a number of different methods of word recognition--sight, context clues, phonetic analysis, comparison with similar words, and other methods. The methods used lend themselves to individualization of teaching and learning. Teachers work with small groups and, for a few minutes each day, with a few pupils who need individual help.

2. Independent reading of supplementary readers and other books with occasional guidance by the teacher.

3. Guided reading of texts and materials in the subject-matter fields with the amount of guidance varying according to the difficulty of the material.

4. Work-type periods emphasizing skills and involving workbooks, reading games, teacher-prepared materials, and other activities related to specific needs of the child.

5. Creative activities growing out of reading to extend enjoyment or to reinforce the larger ideas of a selection or its unity through dramatization, painting a picture, playing a game, or expressing ideas in other ways.

6. Free reading, often outside of the classroom, of books found at home or in the library which are related to the interests and purposes of the child.

Despite a great number of research studies and descriptions of procedures filling many volumes, no one has yet discovered an infallible method by which every child learns to read well. Probably no such method ever will be devised. Teachers today use a variety of approaches and procedures in developing power in the reading task. So much is known about how children differ from one another in every possible ability related to reading that every teacher includes in her planning a rich variety of learning activities adaptable to the needs of individual children.

It is of utmost importance for each child to be aware of the teacher's confidence in his ability to learn and to feel the teacher's genuine concern for helping him progress. Some children learn to read rapidly and with ease; others learn slowly in small increments that require considerable effort. Every child should be able to recognize and take pride in his achievements. The assessment and diagnostic tools, the teaching suggestions, and the lists of instructional materials in this handbook provide resources for teachers in planning to meet each child's needs and helping him make continuous progress at his own rate of learning. Teachers are urged to be alert to children with specialized problems, e.g., problems in perceptual development, vision, hearing, speech, adjustment. Such problems should be discussed with the principal, who will aid in arranging for assistance of specialists and for necessary materials of instruction.

INTERPRETING METROPOLITAN READINESS TEST RESULTS

Results of the Metropolitan Readiness Tests, given in September in grade 1, will be helpful in planning instruction and in grouping in first grade. The following subtest information supplements the Manual. You may wish to make charts such as that shown, enter names or initials of children in a class and see groupings that might be made for specific instruction in certain skills.

Letter Rating and Readiness Status Corresponding to Various Ranges of Scores on Each Subtest

METROPOLITAN READINESS TESTS

Form A

Letter Rating	Readiness Status	Test 1 Word Meaning	Test 2 Listening	Test 3 Matching	Test 4 Alphabet	Test 5 Numbers	Test 6 Copying
A	Superior	14 - 16	13 - 16	14	16	19 - 26	13 - 14
B	High Normal	11 - 13	11 - 12	11 - 13	13 - 15	15 - 18	10 - 12
C	Average	8 - 10	8 - 10	6 - 10	7 - 12	10 - 14	5 - 9
D	Low Normal	4 - 7	5 - 7	1 - 5	3 - 6	5 - 9	1 - 4
E	Low	0 - 3	0 - 4	0	0 - 2	0 - 4	0

Form B*

Letter Rating	Readiness Status	Test 1 Word Meaning	Test 2 Listening	Test 3 Matching	Test 4 Alphabet	Test 5 Numbers	Test 6 Copying
A	Superior	14 - 16	14 - 16	14	16	18 - 26	13 - 14
B	High Normal	11 - 13	12 - 13	11 - 13	13 - 15	14 - 17	9 - 12
C	Average	8 - 10	9 - 11	6 - 10	7 - 12	9 - 13	5 - 8
D	Low Normal	4 - 7	5 - 8	1 - 5	3 - 6	4 - 8	1 - 4
E	Low	0 - 3	0 - 4	0	0 - 2	0 - 3	0

*Note that for Tests 2, 5, and 6 certain of the above score ranges for Form B differ by one point from the corresponding ranges for Form A. The two forms are exactly equivalent on total score, however.

	WORD MEANING	LISTENING	MATCHING	ALPHABET	NUMBERS	COPYING	DRAW-A-MAN
A							
B							
C							
D							
E							

SAN DIEGO STATE COLLEGE QUICK ASSESSMENT

Dr. Margaret La Pray

This assessment is an oral screening device. Through its use, a teacher can in a matter of three minutes ascertain a child's reading level and gain some knowledge of his word attack skills.

Each list of ten words has been put on a card for use with children. These cards are in an envelope on the back cover of this handbook. A child should not see more than ten words at a time. Start testing two levels below where the child is believed to be reading. If a child miscalls or omits more than two words on a particular level, the level is too difficult for him. His reading instructional level would be the preceding level. The words included in the twelve levels are shown below.

PP	Primer	1	2
see	you	road	our
play	come	live	please
me	not	thank	myself
at	with	when	town
run	jump	bigger	early
go	help	how	send
and	is	always	wide
look	work	night	believe
can	are	spring	quietly
here	this	today	carefully

3	4	5	6
city	decided	scanty	bridge
middle	served	business	commercial
moment	amazed	develop	abolish
frightened	silent	considered	trucker
exclaimed	wrecked	discussed	apparatus
several	improved	behaved	elementary
lonely	certainly	splendid	comment
drew	entered	acquainted	necessity
since	realized	escaped	gallery
straight	interrupted	grin	relativity

7	8	9	10
amber	capacious	conscientious	zany
dominion	limitation	isolation	jerkin
sundry	pretext	molecule	nausea
capillary	intrigue	ritual	gratuitous
impetuous	delusion	momentous	linear
blight	immaculate	vulnerable	inept
wrest	ascent	kinship	legality
enumerate	acrid	conservatism	aspen
daunted	binocular	jaunty	amnesty
condescend	embankment	inventive	barometer

INSTRUCTIONAL READING LEVEL ASSESSMENT

The following test has been developed to provide a means of assessing a child's performance in reading and selecting an instructional level. The test is comprised of six reading levels with comprehension check questions for each level. Each level has been typed on a card for use with children. The cards are in the envelope on the back cover of the handbook.

When administering the test, start two levels below where the child is believed to be reading. Have the child read each selection aloud to you. If he misses more than two words, excluding proper names, the level is too difficult for him. His reading instructional level would be the preceding level. Read the comprehension check questions to the child. If he misses more than one question on a particular level his comprehension level would be the preceding level. Place the child in a reading series according to his instructional level rather than his comprehension level. If his comprehension level is below his instructional level, give particular attention to the development of the child's ability to comprehend.

PRE-PRIMER INSTRUCTIONAL LEVEL

HARPER & ROW, City Days, City Ways, Page 34

DIRECTIONS TO TEACHER: Children should successfully read the following selection, miscalling or omitting no more than two words, excluding proper names.

"Daddy," said Mark
"You have a little car.
Mother likes a big car.
I like this little red car."

"Yes, Mark," said Daddy.
"You like this little car."

COMPREHENSION CHECK: Children should answer at least three questions correctly.

1. Who has a little car?
2. What color is the car?
3. Did Mark like a big car?
4. What is a good name for this story?

PRIMER INSTRUCTIONAL LEVEL

HARPER & ROW, Around the Corner, Page 75

DIRECTIONS TO TEACHER: Children should successfully read the following selection, miscalling or omitting no more than two words, excluding proper names.

David saw Mark with the bird.
"Is this your little bird?" said David.
"Will you give him to me?
Will you give him to me for a nickel?"

"For a nickel!" said Mark.
"What good is a nickel?
All you can get with a nickel is a pickle.
That is what Mr. Green said.
You can have my bird for a dime."

COMPREHENSION CHECK: Children should answer at least four questions correctly.

1. Who has a bird?
2. How much money did Mark want for his bird?
3. Who wanted to pay a nickel for the bird?
4. What is a good title for this story?
5. Did David think Mark was fair? Why?

FIRST GRADE INSTRUCTIONAL LEVEL

HARPER & ROW, Real and Make-Believe, Page 121

DIRECTIONS TO TEACHER: Children should successfully read the following selection, miscalling or omitting no more than two words, excluding proper names.

Chitter-Chatter, the squirrel looked out the doorway of his home.
His home was a nest far up in a big tree.
Mother squirrel was not at home.
This morning she had run down the tree to climb and jump and play in the green woods.
"Stay in the nest, and you will be safe," she said to her four little squirrels.
Chitter-Chatter did not want to be safe.
He was little and he was young, but he was a bold little squirrel, too.

COMPREHENSION CHECK: Children should answer at least five questions correctly.

1. Where was Chitter-Chatter's home?
2. Do the words bold and young have the same meaning?
3. How many baby squirrels did mother squirrel have?
4. Why did Mother squirrel want to climb and jump and play in the green woods?
5. Where did the story take place?
6. What is a good name for the story?

SECOND GRADE INSTRUCTIONAL LEVEL

HARPER & ROW, All Through the Year, Page 88

DIRECTIONS TO TEACHER: Children should successfully read the following selection, miscalling or omitting no more than two words, excluding proper names.

After that we boys made for the lake.
The men stayed in the cabin.
The sun was going down.
Outdoors it was not too warm.
We saw fish jump up from the water.
Dave had told us that there was a red fox in the woods by the lake, but we did not see him.
All the animals we saw were squirrels.
They ran around, as bold as could be, looking for acorns.
Not one frog or turtle did we see.
"They are down in the lake asleep in the mud," said Lucky.
"They will stay there until spring."

COMPREHENSION CHECK: Children should answer at least six questions correctly.

1. Where did the story take place?
2. Who was asleep in the mud?
3. Who stayed in the cabin?
4. Where did the boys go?
5. In what season of the year did the story take place?
6. Do you think Dave saw a red fox?
7. What is a good name for this story?

THIRD GRADE INSTRUCTIONAL LEVEL

HARPER & ROW, From Faraway Places, Page 168

DIRECTIONS TO TEACHER: Children should successfully read the following selection, miscalling or omitting no more than two words, excluding proper names.

It was a quiet valley. It was a friendly house. I mean the little white house where Timothy lived with his mother and father. I mean the quiet valley three miles down Piper's Road, just after you pass Alexander's Wood. That valley!

The streetcar did not get there. The bus did not go that far. The trains rolled miles away in a bigger valley of their own. But Timothy's house was in a quiet valley, a round bowl of a valley.

COMPREHENSION CHECK: Children should answer at least five questions correctly.

1. Who lived in Quiet Valley?
2. What was the shape of Quiet Valley?
3. What kind of a house did Timothy live in?
4. What road went through Quiet Valley?
5. What is a good title for this story?
6. Would you like to live in quiet valley? Why?

HARPER & ROW, Trade Winds, Page 217

DIRECTIONS TO TEACHER: Children should successfully read the following selection, miscalling or omitting no more than two words, excluding proper names.

Bobby Grant ran out of the breakers and flopped down breathlessly on the warm Florida sand next to his cousin, Tom.

"Boy, you're lucky to live around here, Tom," he said. "The swimming's great!"

"Sure, but you have lots of lakes in Minnesota, don't you?" his cousin asked.

"True, but you can't go for a swim in March--not unless you want to turn into an iceberg. That's why I was glad my family decided to visit you during spring vacation. I can't wait until everyone at home sees my tan."

Although Florida was crowded with vacationers at this time of year, Tom and Bobby were almost alone on this part of the beach. There were mostly private homes along this particular strip. One of them belonged to Bobby's uncle, Tom's dad, who had just moved to Florida with his family.

COMPREHENSION CHECK: Children should answer at least six questions correctly.

1. In what season of the year did the story take place?
2. Who was Bobby's uncle?
3. According to Bobby, if you went swimming in Minnesota in March, what would you turn into?
4. What is a good title for this story?
5. Why was Tom lucky to live in Florida?
6. In what country is Minnesota?
7. Should beaches be private like the one Tom lived by? Why?

FIFTH GRADE INSTRUCTIONAL LEVEL

HARPER & ROW, Crossroads, Page 201

DIRECTIONS TO TEACHER: Children should successfully read the following selection miscalling or omitting no more than two words, excluding proper names.

The curtains parted and the audience waited anxiously for the clown to begin his act. He walked to the center of the stage, bowed low, and smiled broadly.

Then the clown lifted the long, flowing sleeve of his robe, covered his face with it, and began imitating a squealing pig. The imitations were so cleverly done that the audience insisted that he must have a small pig hidden somewhere in the folds of his robe.

Three men jumped onto the stage and searched the clown from head to toe. But no pig could be found.

Suddenly a farmer in the audience shouted, "Do you call that a pig's squeal? If you want to hear what a pig's squeal really sounds like, come back here tomorrow."

COMPREHENSION CHECK: Children should answer at least five questions correctly.

1. How did the clown smile?
2. What did the clown imitate?
3. Why did the men search the clown?
4. Why did the farmer shout, "If you want to hear what a pig's squeal really sounds like, come back here tomorrow"?
5. What is a good title for this story?
6. Why did the clown cover his face?

SIXTH GRADE INSTRUCTIONAL LEVEL

HARPER & ROW, Seven Seas, Page 211 and 217

DIRECTIONS TO TEACHER: Children should successfully read the following selection, miscalling or omitting no more than two words, excluding proper names.

Alexander Graham Bell, named after his grandfather and father, was born on his grandfather's birthday in 1854. Since both his father and grandfather specialized in good speech and taught speech, the third Alexander grew up being interested in their work. Aleck, as the boy was always called by his family, inherited his mother's musical ability, and played the piano well. His music teacher, Signor Bartini, wanted Aleck to follow in his footsteps.

At the age of fourteen, Aleck spent a year in London with his grandfather. It was during this year that his grandfather influenced Aleck to take up the teaching of speech as his life's work.

In 1871 young Bell arrived in Boston to show teachers of the deaf how to use Visible Speech in their teaching. Later he opened his own school for teachers of the deaf. He also taught deaf students of his own. Bell was always interested in developing new ideas, and experimented with a machine to help deaf children. But the machine turned out to be the first telephone instrument.

COMPREHENSION CHECK: Children should answer at least six questions correctly.

1. In what century did the story take place?
2. Who influenced Aleck to take up the teaching of speech as his life's work?
3. What did young Bell show teachers in Boston?
4. What was the name of the machine Bell experimented with to help deaf children?
5. What is a good title for this story?
6. Why was Bell always interested in developing new ideas?
7. Why did the family nickname him Aleck?

PHONETIC SURVEY (Group Test)

The following test has been developed to provide a means of analyzing skill development of children in grades 1 through 6. The following subtests are designed to assess auditory discrimination, not visual memory. This is the reason nonsense words are used in the subtests.

The subtests are arranged by levels of difficulty. They should be administered separately rather than as a total test. Samples of answer sheets are at the end of this Survey. They may be ordered from the Supply Department by using the order form number at the bottom of each page.

IMPORTANT: For each subtest, make sure the pupils understand what they are to do and how they are to record their answers. This can be done by reading the directions verbatim, supplementing them with the examples, and answering questions from the pupils. When doing this, never give help on specific test questions, but fully clarify the directions.

Consonant Sounds (initial position)

DIRECTIONS: I am going to read some words that do not make sense. Listen carefully and write the letter each word starts with beside the correct number on your answer sheet. NOTE: Since this is a test on sounds, not on spelling, any answer in parentheses should be accepted.

Example A - bog (b)

Example B - girl (g)

1. paf (p)
2. lib (l)
3. nep (h)
4. zab (z)
5. sud (s)
6. cam (c,k)
7. bif (b)
8. vid (v)
9. keet (c,k)
10. dit (d)
11. qui (q,qu)
12. tat (t)
13. gan (g)
14. jop (j,g)
15. rak (r,wr)
16. nog (n,kn)
17. fab (f)
18. wat (w)
19. med (m)

Consonant Sounds (final position)

DIRECTIONS: I am going to read some words that do not make sense. Listen carefully and write the letter each word ends with beside the correct number on your answer sheet. NOTE: Since this is a test on sounds, not on spelling, any answer in parentheses should be accepted.

Example A - jad (d)

Example B - san (n)

1. fip (p)
2. giz (z)
3. vin (n)
4. bal (l)
5. dit (t)
6. tof (f)
7. dag (g)
8. mub (b)
9. sak (c,k)
10. bic (c,k)
11. rad (d)
12. sim (m)
13. dar (r)
14. fis (s)

Consonant Blends

DIRECTIONS: I am going to read more words that do not make sense. Listen very carefully and write the first two letters each word starts with beside the correct number on your answer sheet. NOTE: Since this is a test on sounds, not on spelling, any answer in parentheses should be accepted.

Example A - stad (st) Example B - dran (dr)

1. frop (fr)
2. plap (pl)
3. trin (tr)
4. blug (bl)
5. sprax (sp)
6. gris (gr)
7. swit (sw)
8. clat (cl, kl)
9. slad (sl)
10. drit (dr)
11. crag (cr, kr)
12. glud (gl)
13. smar (sm)
14. scop (sc, sk)
15. bren (br)
16. stig (st)
17. flam (fl)
18. snab (sn)
19. prap (pr)

Digraphs (initial position)

DIRECTIONS: I am going to read some words that do not make sense. Listen carefully and write the first two letters each word starts with beside the correct number on your answer sheet.

Example A - chad (ch)

1. shim (sh)
2. chep (ch)
3. thab (th)
4. whib (wh)

Digraphs (final position)

DIRECTIONS: I am going to read more words that do not make sense. Listen carefully and write the two letters each word ends with beside the correct number on your answer sheet.

Example A - lish (sh)

1. bosh (sh)
2. smich (ch)
3. brath (th)
4. miph (ph)
5. fing (ng)

Long and Short Vowels

DIRECTIONS: I am going to read some words that do not make sense. Listen carefully. If the vowel in the word is short, write the letter s and then the correct vowel beside the number. s stands for short. If the vowel is long write the letter l and the correct vowel beside the number. l stands for long.

Example A - lig (s i) Example B - blāte (l a)

1. rab (s a)
2. tat (s e)
3. rup (s u)
4. tē (l e)
5. dag (s a)
6. mūgle (l u)
7. kīle (l i)
8. māve (l a)
9. kēte (l e)
10. tōpe (l o)
11. hūse (l u)
12. jate (l a)
13. kig (s i)
14. doss (s o)
15. pīte (l i)
16. fōte (l o)
17. det (s e)
18. min (s i)
19. fud (s u)
20. pog (s o)

Other Vowel Sounds

DIRECTIONS: I am going to read some words that do not make sense. Listen carefully. Sometimes two vowels work together and have one sound. Some of these vowels are "oo", "oi", and "oy." (Spell vowel combinations.) Also certain consonants, such as r and w after a vowel, change the sound of the vowel. If a word has a vowel team, write the two vowels beside the number. If a word has a vowel changed by a consonant, write the vowel and the consonant.

NOTE: Since this is a test on sounds, not on spelling, any answer in parentheses should be accepted. Use the key word in parentheses to pronounce the unknown word.

Example A - blorn (corn) or

Example B - blay (may) ay

1. kood (oo) (food)
2. jown (ow,ou) (town)
3. dar (ar) (far)
4. loy (oy,oi) (boy)
5. laught (au,aw) (caught)
6. dirl (er,ir,ur) (girl)
7. gore (or) (more)
8. fay) (ay) (stay)
9. bew (ew) (few)
10. soat (oa) (boat)
11. dird (er,ir,ur) (third)
12. blart (ar) (start)
13. foom (oo) (room)
14. taw (aw,au) (saw)
15. lurt (ur,er,ir) (hurt)
16. touse (ou,ow) (house)
17. moil (oi,oy) (s[illegible])
18. forn (or) (corn)
19. blay (ay) (play)
20. stroat (oa) (throat)
21. prew (ew) (grew)

Number of Syllables

DIRECTIONS: I am going to read some words. Listen carefully. Circle the numeral that shows the correct number of syllables in each word.

NOTE: Correct answers are in parentheses.

Example A - going (2)

Example B - big (1)

A. church (1)
B. finally (3)
C. music (2)
D. important (3)
E. vocational (4)
F. during (2)
G. bring (1)
H. between (2)
I. dinner (2)
J. land (1)
K. interesting (4)
L. Saturday (3)
M. happened (2)
N. president (3)

Accented Syllable

DIRECTIONS: I am going to read some words. Listen carefully. Circle the numeral that shows the accented syllable in each word.

NOTE: Correct answers are in parentheses.

Example A - bully (1)

Example B - motel (2)

A. table (1)
B. complete (2)
C. tiger (1)
D. welcome (1)
E. explain (2)
F. empty (1)
G. winter (1)
H. wiggle (1)
I. report (2)
J. curiosity (1)
K. scramble (1)
L. behind (2)
M. harbor (1)
N. baby (1)

PHONETIC SURVEY

ANSWER SHEET

CONSONANT SOUNDS (INITIAL POSITION)

1. _____ 5. _____ 9. _____ 13. _____ 17. _____

2. _____ 6. _____ 10. _____ 14. _____ 18. _____

3. _____ 7. _____ 11. _____ 15. _____ 19. _____

4. _____ 8. _____ 12. _____ 16. _____

CONSONANT SOUNDS (FINAL POSITION)

1. _____ 4. _____ 7. _____ 10. _____ 13. _____

2. _____ 5. _____ 8. _____ 11. _____ 14. _____

3. _____ 6. _____ 9. _____ 12. _____

CONSONANT BLENDS

1. _____ 5. _____ 9. _____ 13. _____ 17. _____

2. _____ 6. _____ 10. _____ 14. _____ 18. _____

3. _____ 7. _____ 11. _____ 15. _____ 19. _____

4. _____ 8. _____ 12. _____ 16. _____

CVCSD/A180(47A)/8-69

DIGRAPHS (INITIAL POSITION)

1. _____ 2. _____ 3. _____ 4. _____

DIGRAPHS (FINAL POSITION)

1. _____ 3. _____ 5. _____ 7. _____

2. _____ 4. _____ 6. _____ 8. _____

LONG AND SHORT VOWELS

1. _____ 5. _____ 9. _____ 13. _____ 17. _____

2. _____ 6. _____ 10. _____ 14. _____ 18. _____

3. _____ 7. _____ 11. _____ 15. _____ 19. _____

4. _____ 8. _____ 12. _____ 16. _____ 20. _____

OTHER VOWEL SOUNDS

1. _____ 6. _____ 11. _____ 16. _____ 21. _____

2. _____ 7. _____ 12. _____ 17. _____

3. _____ 8. _____ 13. _____ 18. _____

4. _____ 9. _____ 14. _____ 19. _____

5. _____ 10. _____ 15. _____ 20. _____

NUMBER OF SYLLABLES

A. 1 2 3 4	F. 1 2 3 4	K. 1 2 3 4
B. 1 2 3 4	G. 1 2 3 4	L. 1 2 3 4
C. 1 2 3 4	H. 1 2 3 4	M. 1 2 3 4
D. 1 2 3 4	I. 1 2 3 4	N. 1 2 3 4
E. 1 2 3 4	J. 1 2 3 4	

ACCENTED SYLLABLES

A. 1 2 3 4	F. 1 2 3 4	K. 1 2 3 4
B. 1 2 3 4	G. 1 2 3 4	L. 1 2 3 4
C. 1 2 3 4	H. 1 2 3 4	M. 1 2 3 4
D. 1 2 3 4	I. 1 2 3 4	N. 1 2 3 4
E. 1 2 3 4	J. 1 2 3 4	

PACING SCHEDULE - READING INSTRUCTION

The following pacing schedule was developed cooperatively by teachers and supervisors in the district. It is intended to assist teachers with pacing the instructional program in reading so that children can make continuous progress in learning to read. That is, it should be used for guidance in making decisions rather than strictly followed. The teacher who works directly with a child is the person in the best position to assess the child's abilities, interests and needs and determine where to begin and how to proceed.

The schedule has been developed for five groups of learners.

Group I Extremely Fast Group. These children generally progress rapidly. Many of them should be reading above the instructional levels generally associated with their grade placement. For example, a child entering Grade One may be reading sufficiently well so that, after a brief period of time spent on development or consolidation of reading skills included in Grade One, he will be ready for instruction at the Grade Two level. During this period, he can continue individual reading in books of interest to him which may be more advanced than those usually selected at this time.

Group II Fast Group. These children generally are ready for direct instruction in the reading process when they enter Grade One, and should be reading above grade level by the end of the year.

Group III Average Group. These children generally progress well through the instructional levels for their grade. Often they need a short time for review and reinforcement at the beginning of each year.

Group IV Slow Group. These children, for a variety of reasons, progress more slowly. They need instruction and materials which give them time to reinforce concepts and skills. They probably will need to read two basic books at each instructional level before proceeding to the next level.

Group V Extremely Slow Group. This group includes children who have considerable difficulty in learning to read. They generally need many activities to build experiential background, develop concepts, develop visual and auditory discrimination skills, listening skills and/or English structural patterns before beginning a more formal reading program. It is likely that they will need much reinforcement and repetition in order to be sure of ideas and to develop skills. They should read two basic books at each instructional level before proceeding to the next, with many reinforcing experiences in connection with each book. Beyond grade two, specialized materials and procedures which maintain interest while developing basic skills are important to progress with this group.

It is hoped the classroom teacher will use reading in the content fields, literature, and poetry to supplement the basic reading program.

GRADE 1

Estimated Time in Weeks

GROUP	READING READINESS		PRE-PRIMER		PRIMER	1	2^1	2^2
I	0		6-8		6-8	6-8	6-8	3
II	0		8-10		8-10	8-10	8	0
III	6-8		10-12		10-12	6	0	0
IV	7-9	7-9	8-10	8-10	0	0	0	0
V	8-10	8-10	10-12	7	0	0	0	0

GRADE 2

Estimated Time in Weeks

GROUP	PRE-PRIMER		PRIMER		1		2^1	2^2	3^1	3^2	4^1
I	0		0		0		0	6-8	8-10	8-10	8-10
II	0		0		0		5-7	10-12	10-12	7	0
III	0		0		8-10		12-14	12-14	0	0	0
IV	0		10-12	10-12	10-12	2	0	0	0	0	0
V	8-10	10-12	12-14	2	0		0	0	0	0	0

GRADE 3

Estimated Time in Weeks

GROUP	PRIMER	1	2^1	2^2	3^1	3^2	4^1	4^2	5^1	5^2	6^1
I	0	0	0	0	0	0	3-5	8-10	8-10	8-10	4
II	0	0	0	0	0	10-12	10-12	10-12	2	0	0
III	0	0	0	6-8	14-16	13		0	0	0	0
IV	0	10-12	12-14 10-12	0	0	0	0	0	0	0	0
V	12-14 12-14	9	0	0	0	0	0	0	0	0	0

GRADE 4

Estimated Time in Weeks

GROUP	1	2^1	2^2	3^1	3^2	4^1	4^2	5^1	5^2	6^1	6^2	7^1	7^2
I	0	0	0	0	0	0	0	0	0	8-10	8-10	8-10	8
II	0	0	0	0	0	0	0	10-12	10-12	10-12	2	0	0
III	0	0	0	0	8-10 / 10-12	14-16	11		0	0	0	0	0
IV	0	2-4	12-14 / 12-14	6	0	0	0	0	0	0	0	0	0
V	6-8 / 12-14	14-16	0	0	0	0	0	0	0	0	0	0	0

GRADE 5

Estimated Time in Weeks

GROUP	2^1	2^2	3^1	3^2	4^1	4^2	5^1	5^2	6^1	6^2	7^1	7^2	8^1	8^2	9^1
I	0	0	0	0	0	0	0	0	0	0	0	6-8	8-10	8-10	8-10
II	0	0	0	0	0	0	0	0	0	12-14	12-14	9	0	0	0
III	0	0	0	0	0	8-10 / 10-12	14-16	11	0	0	0	0	0	0	0
IV	0	0	12-14 / 12-14	9	0	0	0	0	0	0	0	0	0	0	0
V	14-16	14-16 / 5	0	0	0	0	0	0	0	0	0	0	0	0	0

GRADE 6

Estimated Time in Weeks

GROUP	2^2	3^1	3^2	4^1	4^2	5^1	5^2	6^1	6^2	7^1	7^2	8^1	8^2	9^1	9^2	10^1	10^2	11^1
I	0	0	0	0	0	0	0	0	0	0	0	0	0	4-6	8-10	8-10	8-10	3
II	0	0	0	0	0	0	0	0	0	0	14-16	14-16	5	0	0	0	0	0
III	0	0	0	0	0	0	8-10	14-16	11		0	0	0	0	0	0	0	0
IV	0	0	0	8-10 / 14-16	11	0	0	0	0	0	0	0	0	0	0	0	0	0
V	14-16 / 14-16	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

READING SKILLS

Bank Street Readers (Macmillan), Grades 1-3

The reading check sheets can be ordered from the Supply Department by using the order form number at the bottom of each page.

LEVEL I

Word Analysis

- Consonant Sounds (initial position)
  - hard g, m, h, s, f, b, l, d, r, w, hard c, t, n, y, p, j, v
- Consonant Sounds (final position)
  - s, n, d, g, t, r, m, p, l
- Consonant Blends
  - tr, br, st
- Consonant Digraphs (initial position)
  - th (voiced)
- Suffixes
  - s, ed, ing

Structural Analysis

- Compound words formed with known base words
- Singular and plurals
- Contractions ('s, 'm, n't, 'll)

Comprehension

- Recalling story sequence
- Discussing and dramatizing stories
- Discussing stories to note details, main ideas, relate details to main ideas, anticipate outcomes, make inferences and understand characters
- Understanding sentence meanings; using context clues
- Understanding opposites
- Following directions
- Classifying objects
- Drawing logical conclusions by using context clues and making inferences
- Recalling story facts and predicting outcomes
- Silent Reading
  - Reading silently for meaning of text
- Oral Reading
  - Reading orally to demonstrate understanding and interpretation of simple text

BANK STREET READERS

LEVEL 1

NAME
WEEK OF
CONSONANT SOUNDS (INITIAL POSITION)
CONSONANT SOUNDS (FINAL POSITION)
CONSONANT BLENDS
CONSONANT DIGRAPHS (INITIAL POSITION)
SUFFIXES
COMPOUND WORDS
SINGULAR AND PLURALS
CONTRACTIONS
BASE WORDS
COMPREHENSION
SILENT READING
ORAL READING

CVCSD/A180(46A1)/8-69

Reading Skills, Bank Street Readers (continued)

LEVEL II

Word Analysis

Consonant Sounds (initial position)
k, z
Consonant Sound (final position)
x
Consonant Blends (initial position)
bl, cl, fl, pl, dr, fr, gr, cr, qu, sc, sn, sp
Consonant Blends (final position)
ng, nd, nt, st
Consonant Digraphs (initial position)
ch, sh, wh, th(unvoiced)
Consonant Digraphs (final position)
ch, ck, th(voiced and unvoiced)sh
Long Vowels
a, e, i, o, u, y(e, i)
Short Vowels
a, e, i, o, u
Vowel Digraphs and Phonetic Parts
ee, oa, ay, ea, oo, ow, oy, oi, ou
ar, er, ir, or, ur
Suffixes
ly, er, y, es, est

Structural Analysis

Compound words formed
(with known base words)
Singular and plural forms
Contractions ('d, 're, 've)
Syllable division (2)
Possessives
Homonyms
Synonyms

Comprehension

Understanding main ideas expressed in reading materials
Relating significant details in text to main ideas
Identifying sequence of events in stories and non-fiction materials
Developing ability to draw inferences and see relationships concerning motives and feelings of story characters, concerning cause and effect, in predicting outcomes, making judgments, and drawing conclusions
Developing understanding of varied types of fiction and non-fiction selections
Classifying
Finding specific information
Noting relevant and irrelevant information
Distinguishing between sense and nonsense
Using context clues

Silent Reading
Developing the habit of initial silent reading for meaning of text

Oral Reading
Reading orally to show understanding and interpretation of text

Related Study Skills

Alphabetizing to the first letter

BANK STREET READERS

LEVEL II

NAME

WEEK OF
CONSONANT SOUNDS
CONSONANT BLENDS
CONSONANT DIGRAPHS
LONG VOWELS
SHORT VOWELS
VOWEL DIGRAPHS AND PHONETIC PARTS
SUFFIXES
COMPOUND WORDS
SINGULAR AND PLURALS
CONTRACTIONS
BASE WORDS
SYLLABLE DIVISION
POSSESSIVES
HOMONYMS AND SYNONYMS
ALPHABETIZING
COMPREHENSION
SILENT READING
ORAL READING

CVCSD/A180(4SB1/8-69

Reading Skills, Bank Street Readers (continued)

LEVEL III

Word Analysis

Consonant Sounds (final position)
b,k,v,z, hard and soft c
Consonant Blends (initial position)
pr,sk,sl,tw,gl,sm,sw,str,thr,
scr,shr,spl,spr,squ
Consonant Blends (final position)
nk
Consonant Digraphs
gh,ph
Vowel Digraphs and Phonetic Parts
ei,ey,ew,ie
Prefixes
un
Suffixes
ful,ness,ish,en

Structural Analysis

Compound words formed with known base words
Singular and plural forms
Contractions formed with am, are, have, had, is, not, will, and would
Syllable division (3)
Homonyms
Synonyms

Comprehension

Understanding main ideas expressed in the text
Relating significant details in text to main ideas
Developing ability to find details to support or disapprove a statement
Identifying sequence of events in stories and non-fiction material
Developing ability to draw inferences concerning actions, motives, and feelings of story characters; to draw conclusions; to predict outcomes, to distinguish between fact and fantasy, sense and nonsense
Developing appreciation and interest in varied types of reading materials
Classifying
Noting relevant and irrelevant information
Using context clues

Silent Reading
Reading silently for information and pleasure

Oral Reading
Reading orally with fluency and ability to convey feeling

Related Study Skills

Alphabetizing to the second letter
Developing ability to interpret simple maps

BANK STREET READERS

LEVEL III

NAME

WEEK OF
CONSONANT SOUNDS
CONSONANT BLENDS
CONSONANT DIGRAPHS
VOWEL DIGRAPHS AND PHONETIC PARTS
PREFIXES
SUFFIXES
COMPOUND WORDS
SINGULAR AND PLURAL
CONTRACTIONS
BASE WORDS
SYLLABLE DIVISION
HOMONYMS AND SYNONYMS
ALPHABETIZING
[illegible] READING
COMPREHENSION
SILENT READING
ORAL READING

CVCSD/A180(46C1/6-69

READING SKILLS

Harper-Row Reading Series (Strand I) and Macmillan Reading Program

The sequence of skills of the Harper-Row Strand I correlates highly with the Macmillan Reading Program. The reading check sheets can be ordered from the Supply Department by using the order form number at the bottom of each page.

* Harper Row--Culturally Advantaged, Grades 1-3--Middle and Low Groups
* Harper Row--Culturally Advantaged, Grades 4-6--Middle Group
* Macmillan Reading Program--Culturally Advantaged, Grades 1-6--Top Group

PRE-FIRST LEVEL

Oral Language Development

- ability to put meaning into language
- ability to think and speak in complete thoughts
- ability to put thoughts and ideas into sequence

Auditory Discrimination

- ability to discriminate between sounds

Visual Discrimination

- ability to recognize letters of the alphabet

Listening

- ability to listen for periods of fifteen minutes
- ability to listen for a purpose

* State designations in adoption procedure

HARPER-ROW, STRAND 1

MACMILLAN READING PROGRAM

PRE-FIRST LEVEL

NAME									
WEEK OF									
ABILITY TO PUT MEANING INTO LANGUAGE									
ABILITY TO THINK AND SPEAK IN COMPLETE THOUGHTS									
ABILITY TO PUT THOUGHTS AND IDEAS INTO SEQUENCE									
ABILITY TO DISCRIMINATE BETWEEN SOUNDS									
ABILITY TO RECOGNIZE LETTERS OF THE ALPHABET									
ABILITY TO LISTEN FOR PERIODS OF FIFTEEN MINUTES									
ABILITY TO LISTEN FOR A PURPOSE									

CVCSD/A180(50A1/9-69

Reading Skills, Harper-Row and Macmillan (continued)

LEVEL I

Word Analysis

Consonant Sounds (initial position)
b,c,d,f g,h,j,k,l,m,n,p,r,s,t,v,w,y,z
Consonant Sounds (final position)
d,k,l,m,n,p,r,t,l
Consonant Blends (initial position)
bl,br,cl,cr,dr,fl,fr,gr,pl,pr,qu,
sc,sch,sk,sl,sm,sn,sp,spr, squ,
st,str,sw,tr
Consonant Blends (final position)
st,er,ly
Digraphs (initial position)
ch,kn,sh,th(voiced),th(unvoiced),wh,wr

Digraphs (final position)
ch,ck,ng
Long Vowels
a,e,i,o,u,y(i)
Short Vowels
a,e,i,o,u,y(i)
Vowel Digraphs and Phonetic Parts
ar,ay,ee,er,ew,ir,oo,ou,ow,ur
Suffixes
s,es,ed,ing,er,est

Structural Analysis

Compound words
Rhyming words
Antonyms
Synonyms

Homonyms
Syllable division (2)
Syllable accent
Base words

Comprehension

Silent Reading Skills

ability to comprehend fully the ideas expressed in the text
ability to understand major/minor ideas and their relation to each other
ability to locate information
ability to skim and scan
ability to add meaning to the text from the reader's own background of ideas, experiences, and emotions

Oral Reading Skills

ability to read aloud for the entertainment of an audience
ability to find and read aloud small portions of text in order to satisfy certain purposes of the reader

Related Study Skills

Context clues
Picture dictionary
Punctuation

HARPER-ROW, STRAND 1
MACMILLAN READING PROGRAM
LEVEL 1

NAME
WEEK OF
CONSONANT SOUNDS
CONSONANT BLENDS
DIGRAPHS
LONG VOWELS
SHORT VOWELS
PHONETIC PARTS
SUFFIXES
COMPOUND WORDS
RHYMING WORDS
ANTONYMS-SYNONYMS-HOMONYMS
SYLLABLE DIVISION
SYLLABLE ACCENT
PUNCTUATION
BASE WORDS
CONTEXT CLUES
COMPREHENSION
SILENT READING
ORAL READING

CVCSD/A180(SOBI)/8-69

Reading Skills, Harper-Row and Macmillan (continued)

LEVEL II

Word Analysis

Consonant Sounds (initial position)
g(hard) g(soft)
Consonant Sounds (final position)
f
Consonant Blends (initial position)
gl, thr, tw
Digraphs (initial position)
th(voiced) th(unvoiced) kn, qu

Digraphs (final position)
ng, nk, nd, nt, st, sh
Vowels Digraphs and Phonetic Parts
ai, aw, ea, ear(er), ew, ei, ie, igh
ight, oa, oy, oi, or, ough, ought
Prefixes
un, re, dis, im
Suffixes
ly, ful, less, tion, ous, ness, y, th,
ern, ish, n, en

Structural Analysis

Compound words
Rhyming words
Synonyms
Antonyms
Homonyms

Base words
Contractions
Syllable Division (2)
Syllable accent (2)

Comprehension

Silent Reading Skills

ability to comprehend fully the ideas expressed in the text
ability to understand major and minor ideas and their relation to each other
ability to locate information
ability to skim and scan
ability to add meaning to the text from the reader's own background of ideas, experiences, and emotions
ability to build mental images through words

Oral Reading Skills

ability to read aloud for the entertainment of an audience
ability to find and read aloud small portions of texts in order to satisfy certain purposes of the reader

Related Study Skills

Context clues
Alphabetical order
Punctuation

HARPER-ROW, STRAND 1

MACMILLAN READING PROGRAM

LEVEL 11

NAME															
WEEK OF															
CONSONANT SOUNDS															
CONSONANT BLENDS															
DIGRAPHS															
PHONETIC PARTS															
PREFIXES															
SUFFIXES															
COMPOUND WORDS															
RHYMING WORDS															
SYNONYMS-ANTONYMS-HOMONYMS															
BASE WORDS															
CONTRACTIONS															
ALPHABETICAL ORDER															
SYLLABLE DIVISION (2)															
SYLLABLE ACCENT															
CONTEXT CLUES															
COMPREHENSION															
SILENT READING															
ORAL READING															

CVCSD/A180(SGC)/8-69

Reading Skills, Harper-Row and Macmillan (continued)

LEVEL III

Word Analysis

Consonant Sounds (initial position)
c(hard) c(soft) s(soft)
Consonant Sounds (final position)
b, g, z
Consonant Blends (initial position)
scr, spl, shr
Consonant Blends (final position)
ld, lt, mp
Digraphs (initial position)
ph
Digraphs (final position)
ll, ph
Vowels and Phonetic Parts
schwa, au
Prefixes
mis, in, micro, anti, super
Suffixes
th, ward, ment, some, ship, eer, or, ist, teen

Structural Analysis

Compound words
Rhyming words
Antonyms
Synonyms
Heteronyms
Homonyms
Contractions
Syllable division (2)
Hyphenated words
Syllable accent (2)
Diacritical marks
Base words

Comprehension

Silent Reading Skills
ability to comprehend fully the ideas expressed in the text
ability to understand major and minor ideas and their relation to each other
ability to locate information
ability to add meaning to the text from the reader's own background of ideas, experiences, and emotions

Oral Reading Skills
ability to read aloud for the entertainment of an audience
ability to find and read aloud small portions of text in order to satisfy certain purposes of the reader

Vocabulary Enrichment Skills
ability to build mental images through words
ability to interpret colloquial expressions

Related Study Skills

Context clues
Alphabetical order
Glossary
Guide words
Punctuation

HARPER-ROW, STRAND I
MACMILLAN READING
PROGRAM
LEVEL III

NAME

	WEEK OF
	CONSONANT SOUNDS AND BLENDS
	DIGRAPHS
	VOWELS AND PHONETIC PARTS
	PREFIXES - SUFFIXES
	COMPOUND WORDS
	RHYMING WORDS
	ANTONYMS - SYNONYMS
	HETERONYMS - HOMONYMS
	CONTRACTIONS
	SYLLABLE DIVISION AND ACCENT
	HYPHENATED WORDS
	DIACRITICAL MARKS
	BASE WORDS
	CONTEXT CLUES
	ALPHABETICAL ORDER
	GLOSSARY
	GUIDE WORDS
	PUNCTUATION
	COMPREHENSION
	SILENT READING
	ORAL READING

CVCSD/A180(50D1/8-69

Reading Skills, Harper-Row and Macmillan (continued)

LEVEL IV

Word Analysis

Review and reenforce all phonetic skills previously taught
Prefixes
ex, trans, a, inter, de, con, com, co, col, cor, tres, fore
Suffixes
ty, ence, ion, able, ity, ize, ance, ling, an, ible, hood, al, ier, iest, ern, ent, dom, ation

Structural Analysis

Compound words
Antonyms
Synonyms
Heteronyms
Homonyms
Base words
Syllable division (3)
Syllable accent (3)

Comprehension

Silent Reading Skills
ability to comprehend fully the ideas expressed in the text
ability to understand major and minor ideas and their relation to each other
ability to locate information
ability to skim and scan
ability to add meaning to the text from the reader's own background of ideas, experiences, and emotions

Oral Reading Skills
ability to read aloud for the entertainment of an audience
ability to find and read aloud small portions of text in order to satisfy certain purposes of the reader

Vocabulary Enrichment Skills
ability to build mental images through words
ability to interpret colloquial expressions

Related Study Skills

Context clues
to grammatical function
to pronunciation
to word and phrase meaning

Dictionary
read and interpret pronunciations
understand and/or choose meanings
Glossary
Interpret, create, and compare illustrative material
graphs pictorial symbols maps
diagrams illustrations
Literary forms
Punctuation and typographical clues to meaning
Outlining
Research - using references and making reports

HARPER-ROW, STRAND I
MACMILLAN READING
PROGRAM

LEVEL IV

NAME
WEEK OF
PHONETIC SKILLS
PREFIXES
SUFFIXES
COMPOUND WORDS
ANTONYMS-SYNONYMS
HETERONYMS-HOMONYMS
BASE WORDS
SYLLABLE DIVISION
SYLLABLE ACCENT
CONTEXT CLUES
DICTIONARY - GLOSSARY
INTERPRET, CREATE, AND COMPARE ILLUSTRATIVE MATERIAL
LITERARY FORMS
OUTLINING
RESEARCH SKILLS
COMPREHENSION
SILENT READING
ORAL READING

CVCSD/A160(50E)/8-69

Reading Skills, Harper-Row and Macmillan (continued)

LEVEL V

Word Analysis

Review and reenforce all phonetic skills previously taught
Prefixes
non, dia, bi, vice, ant, pro, ob, ir, il, hemi, e, sub, semi, en
Suffixes
ic, age, ory, ious, ial, ian, ate, ical, ry, ess, fy, er, ive, tive, ary, form, ure

Structural Analysis

Compound words
Antonyms
Synonyms
Heteronyms
Homonyms
Base words
Syllable division (4)
Syllable accent (3)

Comprehension

Silent Reading Skills
ability to comprehend fully the ideas expressed in the text
ability to understand major and minor ideas and their relation to each other
ability to locate information
ability to skim and scan
ability to add meaning to the text from the reader's own background of ideas, experiences, and emotions

Oral Reading Skills
ability to read aloud for the entertainment of an audience
ability to find and read aloud small portions of text in order to satisfy certain purposes of the reader

Vocabulary Enrichment Skills
ability to build mental images through words
ability to interpret colloquial expressions

Related Study Skills

Context clues
to grammatical function
to pronunciation
to word and phrase meaning
Dictionary
read and interpret pronunciations
understand and/or choose meanings
Glossary
Literary Forms
Interpret, create, and compare illustrative material
graphs
pictorial symbols
illustrations
maps
time lines
Outlining
Research - using references and making reports

HARPER-ROW, STRAND 1
MACMILLAN READING
PROGRAM

LEVEL V

NAME
WEEK OF
PHONETIC SKILLS
PREFIXES
SUFFIXES
COMPOUND WORDS
ANTONYMS - SYNONYMS
HETERONYMS - HOMONYMS
BASE WORDS
SYLLABLE DIVISION
SYLLABLE ACCENT
CONTEXT CLUES
DICTIONARY - GLOSSARY
LITERARY FORMS
INTERPRET, CREATE, AND COMPARE ILLUSTRATIVE MATERIAL
OUTLINING
RESEARCH
COMPREHENSION
SILENT READING
ORAL READING

CVCSD/A180(SOF1/8-69

Reading Skills, Harper-Row and Macmillan (continued)

LEVEL VI

Word Analysis

Review and reenforce all phonetic skills previously taught
Prefixes
syn, as, ab, at, ac, pre, di, para, sus
Suffixes
ant, ee, ition, ite, ese

Structural Analysis

Compound words
Base words
Antonyms
Synonyms
Heteronyms
Homonyms
Syllable division
Syllable accent

Comprehension

Silent Reading Skills
ability to comprehend fully the ideas expressed in the text
ability to understand major and minor ideas and their relation to each other
ability to locate information
ability to skim and scan
ability to add meaning to the text from the reader's own background of ideas, experiences, and emotions

Oral Reading Skills
ability to read aloud for the entertainment of an audience
ability to find and read aloud small portions of the text in order to satisfy certain purposes of the reader

Vocabulary Enrichment Skills
ability to build mental images through words
ability to interpret colloquial expressions

Related Study Skills

Context clues
to grammatical function
to word and phrase meaning
to meaning and pronunciation
Dictionary
read and interpret dictionary pronunciations
understand and/or choose meanings
Glossary
Literary forms
Interpret, create, and compare materials
graphs symbols maps
diagrams illustrations
Outlining
Research - using references and making reports

HARPER-ROW, STRAND I
MACMILLAN READING
PROGRAM
LEVEL VI

NAME

													WEEK OF
													PHONETIC SKILLS
													PREFIXES
													SUFFIXES
													COMPOUND WORDS
													BASE WORDS
													ANTONYMS - SYNONYMS
													HETERONYMS - HOMONYMS
													SYLLABLE DIVISION
													SYLLABLE ACCENT
													CONTEXT CLUES
													DICTIONARY - GLOSSARY
													LITERARY FORMS
													INTERPRET, CREATE, AND COMPARE ILLUSTRATIVE MATERIAL
													OUTLINING
													RESEARCH
													COMPREHENSION
													SILENT READING
													ORAL READING

CVCSD/A180(50G)/8-69

READING SKILLS

Open Highways, Grades 4-6, Scott, Foresman and Company

The reading check sheets may be ordered from the Supply Department by using the order form number at the bottom of each page.

Culturally Disadvantaged, Grades 4-6, All Groups; Culturally Advantaged, Grades 4-6, Low Group.

LEVEL IV

Word Analysis

Consonant Sounds (initial position)
b,m,l,h,r,f,t,p,n,w,d,y,v,z,k,s,j
hard c and g, soft c and g
Consonant Sounds (final position)
d,k,l,m,n,p,r,t,l,f,b,g,s,z
Consonant Blends (initial position)
bl,cl,pl,sl,fl,gl,br,cr,dr,fr,gr
pr,tr,sn,st,sp,sw,st,qu,sk,sc,tw
sq,kn,scr,spr,str
Consonant Digraphs (inital position)
ch,sh,wh,th(voiced), th(unvoiced)
Consonant Digraphs (final position)
ng,ch,sh,th,ck

Long Vowels
a,e,i,o,u,y(i) (e)
Short Vowels
a,e,i,o,u,y(i)
Vowel Digraphs and Phonetic Parts
ir,ar,er,ea,ee,oa,or,ur,oo,ou,oi
ow,oy,ai,ay,au,ie,ew,schwa
Prefixes
un,dis,im
Suffixes
ed,es,en,ing,er,est,y,ly,ful,en
ish,less,ness,ment

Structural Analysis

Singular and plural
Contractions ('m,'re,'t,'s,'d,'ll)
Antonyms
Synonyms

Identifying base words in compound words
Syllable division (2)
Syllable accent (2)

Comprehension

Grasping main idea and supporting details
Organizing and summarizing ideas
Anticipating outcomes
Making judgments and drawing conclusions
Noting and recalling details for specific purposes
Perceiving sequence relationships
Comparing and contrasting
Making inferences
Identifying plot structure
Making generalizations

Silent Reading
ability to comprehend fully the ideas expressed in the text
ability to understand major and minor ideas and their relation to each other
ability to locate information
ability to skim and scan
ability to add meaning to the text from the reader's background of ideas, experiences, and emotions

Oral Reading
ability to read aloud for the entertainment of an audience
ability to find and read aloud small portions of text in order to satisfy certain purposes of the reader

Related Study Skills
Context clues
Alphabetizing to the second letter
Glossary
Dictionary
Interpreting maps and pictures

OPEN HIGHWAYS READING PROGRAM

LEVEL IV

NAME

	WEEK OF
	CONSONANT SOUNDS
	CONSONANT BLENDS
	DIGRAPHS
	LONG VOWELS
	SHORT VOWELS
	VOWEL DIGRAPHS AND PHONETIC PARTS
	PREFIXES
	SUFFIXES
	SINGULAR AND PLURAL
	CONTRACTIONS
	ANTONYMS - SYNONYMS
	BASE WORDS
	SYLLABLE DIVISION AND ACCENT
	CONTEXT CLUES
	ALPHABETIZING
	DICTIONARY - GLOSSARY
	INTERPRETING MAPS AND PICTURES
	COMPREHENSION
	SILENT READING
	ORAL READING

CVCSD/A180(53A)/8-69

Reading Skills, Open Highways (continued)

LEVEL V

Word Analysis

Review and reenforce all phonetic skills previously taught
Prefixes
fore, re, out, over, under, a
Suffixes
ous, ward, teen, ty, eth, th, able, ship, ion, or, al, ial

Structural Analysis

Singular and plural
Possessives
Contractions ('m, 're, 't, 's, 'd, 'll)
Identifying base words in compound words
Antonyms
Synonyms
Syllable division (3)
Syllable accent (3)

Comprehension

Grasping main idea and supporting details
Organizing and summarizing ideas
Anticipating outcomes
Making judgments and drawing conclusions
Noting and recalling details for specific purposes
Perceiving sequence relationships
Comparing and contrasting
Making inferences
Identifying plot structure
Making generalizations

Silent Reading
ability to comprehend fully the ideas expressed in the text
ability to understand major and minor ideas and their relation to each other
ability to locate information
ability to skim and scan
ability to add meaning to the text from the reader's background of ideas, experiences, and emotions

Oral Reading
ability to read aloud for the entertainment of an audience
ability to find and read aloud small portions of text in order to satisfy certain purposes of the reader

Related Study Skills

Context clues
Alphabetizing to the third letter
Glossary
Dictionary
Interpreting maps and pictures
Literary forms
Note taking

OPEN HIGHWAYS READING PROGRAM

LEVEL V

NAME
WEEK OF
PHONETIC SKILLS
PREFIXES
SUFFIXES
SINGULAR AND PLURAL
POSSESSIVES
CONTRACTIONS
BASE WORDS
ANTONYMS
SYNONYMS
SYLLABLE DIVISION
SYLLABLE ACCENT
CONTEXT CLUES
ALPHABETIZING
DICTIONARY - GLOSSARY
INTERPRETING MAPS AND PICTURES
LITERARY FORMS
NOTE TAKING
COMPREHENSION
SILENT READING
ORAL READING

CVCSD/A180(5381)/5-69

Reading Skills, Open Highways (continued)

LEVEL VI

Word Analysis

Review and reenforce all phonetic skills previously taught
Prefixes
in, il, ir, sub, trans
Suffixes
ize, ic, ical, ically, ity, an, ian

Structural Analysis

Singular and plural
Possessives
Contractions ('m, 're, 't, 's, 'd, 'll)
Identifying base words in compound words
Antonyms
Synonyms
Homonyms
Syllable division (3)
Syllable accent (3)

Comprehension

Grasping main idea and supporting details
Organizing and summarizing ideas
Anticipating outcomes
Making judgments and drawing conclusions
Noting and recalling details for specific purposes
Perceiving sequence relationships
Comparing and contrasting
Making inferences
Identifying plot structure
Making generalizations
Documentation of story

Silent Reading
ability to comprehend fully the ideas expressed in the text
ability to understand major and minor ideas and their relation to each other
ability to locate information
ability to skim and scan
ability to add meaning to the text from the reader's background of ideas, experiences, and emotions

Oral Reading
ability to read aloud for the entertainment of an audience
ability to find and read aloud small portions of text in order to satisfy certain purposes of the reader

Related Study Skills

Context clues
Alphabetizing to the third letter
Glossary
Dictionary
locate two word entries
Abbreviations
Interpreting maps and pictures
Literary forms
Note taking
Outlining
Index

OPEN HIGHWAYS READING PROGRAM

LEVEL VI

NAME

WEEK OF
PHONETIC SKILLS
PREFIXES
SUFFIXES
SINGULAR AND PLURAL
POSSESSIVES
CONTRACTIONS
BASE WORDS
ANTONYMS-SYNONYMS-HOMONYMS
SYLLABLE DIVISION
SYLLABLE ACCENT
CONTEXT CLUES
ALPHABETIZING
DICTIONARY-GLOSSARY
ABBREVIATIONS
INTERPRETING MAPS AND PICTURES
LITERARY FORMS
NOTE TAKING - OUTLINING
INDEX
COMPREHENSION
SILENT READING
ORAL READING

CVCSD/A180(53C)/8-69

INDIVIDUALIZED READING

Individualized Reading is a highly organized reading program in which a child chooses his reading book rather than having the teacher select it for him. Every child may be using a different book, although some may choose the same one of several copies available. A child reads his book at his own pace and in his own way. Reading skills are taught in a sequential manner as the child needs them.

Individualized Reading can be used at any grade with all levels of ability. Some schools or teachers prefer to begin its use in Grade 1; others believe it should be used in Grade 2 or above. Some use individualized reading all year, others during part of the year. The teachers and the principal should make decisions concerning use of the program.

SELECTING BOOKS

The selection of books according to children's interests is one of the keys to the success of the Individualized Reading Program. In addition to selecting books to meet children's interests, the teacher must be aware of the different reading levels needed. The books must be of interest and challenging to children at many reading levels. The assortment of books should include state-adopted reading materials, supplementary readers available from the District Library, library books, pamphlets, magazines and paperback books suitable for children, reference books, and classroom writings. There should be a minimum of five books for each child who is to participate in the program.

An interest inventory and information from tests may be used as aids in determining interests and reading levels. The interest inventory on the following page can be used. It may be ordered from the Supply Department by using the order form number at the bottom of the page.

Instead of placing the books directly on the reading shelves, the teacher will want to tease the children's interest by telling a small part of a story, displaying a few pictures, and so on. Children should be given ample time to select books they prefer.

ORGANIZING TIME

The Individualized Reading Program must be carefully planned and organized to be of optimum value in meeting the individual needs of children. Plans for organizing time, found successful by teachers, are shown below.

Grades 1-2-3
(Daily Schedule)

30 minutes - Individual Conferences
20 minutes - Skills Groups
10 minutes - Sharing Books

Grades 4-5-6
Monday through Thursday

40 minutes - Individual Conferences
20 minutes - Skill Groups

Friday

40 minutes - Sharing Books
20 minutes - Skill Groups

NAME_____

1. What kind of stories do you like best? Make three choices.

   Adventure_____

   Science Fiction_____

   Science_____

   Fairy Tales_____

   True_____

   Animals

   Farm_____ Wild_____ Prehistoric_____

   Mystery_____

   Airplanes & Space_____

   Foreign Lands_____

   Family Situations_____

   (Can you think of anything else?)_____

2. Do you have a hobby?_____

   If so, what is it?_____

   _____

   _____

3. If your parents have a hobby, tell what it is:

   _____

   _____

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INDIVIDUAL CONFERENCES AND RECORDS

Individual conferences are an extremely important aspect of this reading program. The techniques by which the teacher handles conferences and strategies employed in helping the child progress in language development, reading habits and reading skills greatly influence the effectiveness of the program. The child may come to the individual conference either voluntarily or as directed by the teacher. The individual conference should be a relaxed discussion period during which the child and the teacher share experiences together. It should not become a testing period for which the child is under pressure to prepare.

Once the child is with the teacher in a one-to-one relationship, there are certain things the teacher will want to know. He will ask the child what he is reading, whether or not he likes it, and why. As a comprehension check, the teacher might ask the child to tell about the book and perhaps to read certain selections. As he discusses the book with the child, the teacher gets to know him, his interest, his reading skills and habits. He records pertinent information on the child's reading check sheet. (Sample of check sheets are in this Handbook; copies may be ordered from the Supply Department by using the order number at the bottom of each page.) In addition to checking comprehension and the level of difficulty of the material a child is reading, the teacher may also check his ability to identify or interpret particular words that are difficult. All of the information is recorded, as is the child's ability to use successfully the particular word attack skills necessary at the level at which he is reading, for example consonant blends, short vowel sounds, or base words.

In the Individualized Reading Program, the child grows in his mastery of language skills through discovery and practice as a result of his own efforts and through help given him by his teacher, parents, and other children. The child is able to acquire many language skills by himself and is encouraged to do so. Instruction to develop word attack skills is ordinarily handled in the small special-purpose groups that are established daily by the teacher as a result of observation of common needs and information recorded during individual conferences.

Reading should be taught in all content areas as the need becomes apparent, and as the child becomes ready. Readiness for word attack skills is indicated by the way a child uses a clue or fails to use it. The child's satisfaction from successful application of any word attack skill is the best indication that he is ready for further instruction.

SHARING

Another important aspect of the Individualized Reading Program is sharing. Sharing takes place on a specific day or time set aside for children to interchange ideas concerning their reading experiences with their classmates. Sharing has two important objectives: (1) acquainting children with a wide variety of books, and (2) fostering personality growth through the development of the child's power of expression and through permitting the exercise of initiative and creativeness. After the child has finished sharing his book with his classmates, an evaluation takes place with the child acting as the leader. The leader will call on different children to respond. A suggested procedure is as follows:

Teacher: "What did you think of John's report? (get applause). Do you have any comments about it?" Help the children learn appropriate methods of criticism and response to it. For example:

a. I liked your report, but you didn't talk loud enough.

b. I liked your pictures; they made your report interesting.

In response to example "a," the child should say, "Thank you, I'll try to speak louder next time." In response to example "b," "Thank you" is all that is necessary. Occasionally, it will be necessary to meet with a child to add extra praise or extended suggestions.

Sharing activities such as those listed below can make significant contributions to the goals of developing broad interests in reading, helping children find pleasure in it, developing related language skills and encouraging creative activities.

1. Making a poster is an excellent way to advertise a book. Paint, crayons, chalk, paper sculpture, ink, cutout pictures, and realia can be used, depending upon whether flat or two or three-dimensional posters are wanted.

2. A puppet show planned to illustrate a story is sure to interest all children. The puppets can be made from wood or papier mache. They can be string-manipulated, paper bag puppets, hand or finger figures, cardboard shadow puppets, or commercially made.

3. Making or decorating a book jacket in any desired manner and writing an advertisement to accompany it, or writing a summary to go inside it may attract children to a book even more than the original jacket.

4. Writing a book review for a room or school newspaper not only requires careful reading but provides a purpose for using language skills.

5. Creating a series of original illustrations for a story, using any medium desired, requires good judgment in the selection of incidents to illustrate and in the choice of suitable art media for executing them.

   a. Make a "Picture Book" of the most important part.
   b. Draw a "Picture Story" of the most important part.
   c. Draw or paint main characters.
   d. Illustrate with finger painting.
   e. Make a wire mobile.
   f. Make stand-up characters.
   g. Model with clay, soap, wood plaster, or some other kind of material to illustrate the book.
   h. Make a scale model of an important object.
   i. Make a styrofoam model.
   j. Make a seed mosaic.
   k. Make a papier mache model.
   l. Make a sawdust and paste model, paint it.
      (Sawdust recipe: Put equal parts of sawdust and wheat paste in a bowl. Add enough water to make a soft dough. Powdered alum, two tablespoons per two cups of sawdust will help preserve it.)

6. Stating verbal or written reasons for liking or not caring for a book, not from a snap judgment but after a thorough examination of it, requires critical thinking on the part of children and helps them to evaluate other books.

7. If a travel book is read, an illustrated lecture, using postcards, photographs, slides, pictures clipped from magazines or from other publications may be planned and presented.

8. Children can use the following mechanical devices and others which they may ingeniously devise to make a "movie" of a book:

   a. Drawing a series of pictures on a long sheet of paper, the ends being fastened to rollers, which are turned to move the pictures into view.
   b. Making a double frame so that while one picture is being shown in one frame, a second one can be fed into the other frame.
   c. Binding together a series of action pictures to flip for motion.
   d. Making a peep-box of the important part.
   e. Making a flannelboard story.

9. Children reading the same book can check each other's comprehension of the story by writing a set of true or false questions

which they think readers should be able to answer after reading the book.

10. Dressing as one of the characters in the story and telling what role he plays provides valuable, vicarious experience in giving a live interpretation of a character.

11. Preparing a book review to present to a class at a lower grade level is an excellent experience in storytelling and gives children an understanding of how real authors must work to prepare books for children.

12. Cutting a piece of paper in the form of a large thumbnail and placing it on the bulletin board with the caption, "Thumbnail Sketches," and letting the children put up drawings and sketches from books give brief acquaintance with many books.

13. Constructing on a sand table a diorama, using creatively any available materials to represent a scene from a story, can be an individual project or one for a group of children who have read the same story.

14. Dressing paper, cardboard, wire, rag, or other handmade dolls or costuming ready-made ones and writing or printing descriptions of the characters they represent make an interesting display.

15. Children like to watch someone give a chalk talk done with yellow chalk on a blackboard or with colored or black chalk on paper, employing sketching or cartooning techniques to develop the story.

16. Creating a detailed, colorful mural on paper, or cloth, not only calls attention to a book it represents, but makes a decoration for the book corner as well. (Could be done on a group basis.)

17. Writing and drawing a rebus for a story requires skill in translating words into pictures and gives those who have difficulty with spelling an opportunity to create a piece of work with few errors.

18. When a scroll is made by illustrating the most important parts of the story and writing about each picture, the writing process becomes an integral part of sharing.

19. Audience reading

    a. A complete story, if very short. The reading may be recorded on tape for use at the listening post.
    b. Interesting parts of stories.
    c. Particularly striking descriptive phrases.
    d. Provocative conversational passages.
    e. Parts which delineate characterizations.

20. Playing charades or pantomime.

BOOK REPORTS

The question of book reports is a debatable one with no easy answer. Proponents of Individualized Reading agree that written reports should not be required every time a book is completed or in stipulated quantities each month or semester. Such requirements interfere with the basic philosophy of the program and the motivational factors that should guide the reader. On the other hand, children in the middle grades enjoy recording their reactions to books in written form, provided the activity is kept simple, flexible, and largely voluntary. Forms such as the samples which follow might be used for writing book reports or keeping a record of books read. The forms shown may be ordered from the Supply Department by using the order form number at the bottom of each page.

I JUST READ

_____

Title

By

_____

Author

This story was about

_____

_____

_____

_____

_____

The main character was _____

This is my own reaction to the book.

_____

_____

_____

_____

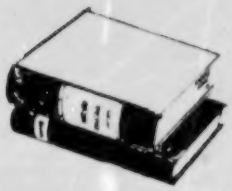
_____

Pages _____ Date _____

Name _____

CVCSD/A180(55A)/8-69

Book Report



MY NAME IS _____

THE DATE IS _____

BOOK TITLE _____

AUTHOR _____

WHICH OF THE CHARACTERS DID YOU ADMIRE MOST IN THE BOOK? WHY?

_____

_____

_____

_____

_____

_____

THIS BOOK WAS: (check the ones which best describe the book)

_____ SERIOUS

_____ HUMOROUS

_____ DIFFICULT

_____ EASY

_____ ILLUSTRATED

_____ NOT ILLUSTRATED

_____ INTERESTING

_____ DULL

_____ FAIRY TALE

_____ HISTORY

_____ FICTION

_____ POETRY

_____ SCIENCE

_____ MYTH-LEGEND

_____ GEOGRAPHY - TRAVEL

_____ SPORTS

_____ ANIMAL

_____ PEOPLE

CVCSD A180(55B) 8-69

MY READING RECORD

NAME _____

TITLE AND AUTHOR	PAGES	DATE BEGUN	DATE FINISHED

CVCSD/A180(55C1/8-69

ORAL INDEPENDENT READING PLAN

Use of the Oral Independent Reading Plan in primary classrooms provides pupils an opportunity to work in small groups to practice and reinforce reading skills. The plan as described here or adapted to meet the needs of a particular group has proved to be a worthwhile independent activity as the teacher works with another group of children. It is designed to operate in such a way that there is no interference with the teacher's group. It should be kept in mind that oral reading in early levels of instruction strengthens sight-sound association and contributes to fluency. Later, when children can read more rapidly silently than orally, too much oral reading may hamper the development of speed.

1. Goals

   a. To help children, in early levels of reading, develop fluency.

   b. To maintain and strengthen sight-sound associations and other reading skills developed by children during direct instruction by the teacher.

   c. To increase the amount of children's oral reading.

   d. To give opportunity for satisfaction and enjoyment in using the skill of reading orally.

2. Recommended levels

   a. First Grade: first group, possibly second

   b. Second Grade: first group, second group, possibly third

   c. Third Grade: second group as needed, third group. (The top group should do much independent silent reading of library books.)

3. Materials

   a. Books at a level lower than those read in group under direct instruction of teacher. Sets of books for this use are sent to schools from the District Library at certain times each year. Other textbooks may be chosen from those in the building.

   b. Pocket holder for children's individual name cards.

   c. Marker for leader's book to show where next day's reading begins.

4. Organization

   a. Children meet at a designated place in the room away from the regular reading circle.

   b. Teacher selects a pupil as leader for period of two or three weeks, depending on number of children eligible to be leaders.

   c. Books and name card holder are placed where easily available to children.

5. Procedures

a. Discuss the plan with the children and enlist their interest. Establishing routines makes for smooth operation.

(1) At signal from teacher children take chairs and go in an established order to independent reading circle.

(2) Each child places chair in a designated place (same place every day), gets reader from pile, and goes to sit in own chair.

(3) Leader picks up name card holder when getting reader from pile. The holder is kept on leader's lap, partially under reader.

(4) Leader names page number.

(5) Leader draws name card from holder (all names are face down in holder) and calls child's name, placing card face up in holder.

(6) Child whose name is called reads one page (two if in preprimer).

(7) Leader is the only one in circle who corrects the child who is reading, tells unknown words, or seeks help with words.

(8) Leader turns cards over one at a time until all children have read. (Leader reads when it is his turn.)

(9) When all cards have been turned, the leader chooses the name cards of children, reversing the cards as each child reads. The cards are frequently shuffled by teacher after school.

(10) At signal from teacher the group stops reading.

(11) Each child in turn returns book to pile and takes own chair to table.

(12) If the book is completed before the teacher gives signal to stop reading, the leader may choose story to be reread or give the children their next oral independent reader.

(13) At no time is there to be unnecessary talking in the independent reading circle.

b. Initiate the plan

(1) First day. Call children to regular reading group. Go over procedures for forming independent group. Have them return

to seats and practice making the circle, first one by one and then as a group.

(2) Second day. Remind children of procedure for making circle. Have them form it. Explain role of leader. Observe as group operates.

(3) Third day. Have pupils go ahead on their own. Evaluate afterwards.

To implement an oral independent reading plan, teachers may want to select state adopted reading and literature textbooks which are housed at each school site or check out supplementary readers from the district library. For a complete listing of supplementary readers, please refer to the white section of the district's Media Catalog.

STATE TEXTBOOKS, WORKBOOKS, OTHER STATE ADOPTED MATERIALS FOR READING AND LITERATURE HOUSED IN SCHOOL BUILDINGS

1. Materials to be shared by K, 1:

Ginn and Company	Building Pre-Reading Skills
Noble and Noble	Try: Task 1, Try: Task 2, Try: Task 3

2. State-adopted workbooks and ratios (Harper and Row series)

Off We Go With Stories - Readiness 1:3 - nonconsumable	R
On Our Way to Read - Readiness 1:1 - consumable	R
Phonics Workbook for Preprimers and Primer 1:2 - consumable	P_p, P
Phonics Workbook for First Reader 1:2 - consumable	1
Phonics Workbook for Second Reader 1:2 - consumable	2

3. Materials for use at or below designated grade level only:

Harper and Row, Strand I		Strand II	
Janet and Mark	P_p1	From Elephants to Eskimos	1
Outdoors and In	P_p2	From Fins to Feathers	2
City Days, City Ways	P_p3	From Bicycles to Boomerangs	3
Just for Fun	P_p4	From Codes to Captains	4
Around the Corner	P	From Actors to Astronauts	5
Real and Make-Believe	1	From Coins to Kings	6
All Through the Year	2		
From Faraway Places	3		
Trade Winds	4		
Crossroads	5		
Seven Seas	6		

4. Materials for use at any level where content and skills meet needs and interest:

Macmillan Reading Program

Worlds of Wonder	P	Better than Gold	3_1
Lands of Pleasure	1	More Than Words	3_2
Enchanted Gates	2_1	The Magic Word	4
Shining Bridges	2_2	Bold Journeys	5
		Into New Worlds	6

Publisher and Title

Macmillan Bank Street Readers (Not placed in every school. Some copies available from District Library.)

In the City	P_p1	My City	2_1
People Read	P_p2	Green Light, Go	2_2
Around the City	P	City Sidewalks	3_1
Uptown, Downtown	1	Round the Corner	3_2

D. C. Heath and Company

Peppermint Fence	P	Star Bright	2
Sky Blue	1	Meadow Green	3

Holt, Rinehart and Winston

Sounds of Home	K	Sounds of the Storyteller	3
Sounds of Numbers	P	Sounds of Mystery	4
Sounds Around the Clock	1	Sounds of a Young Hunter	5
Sounds of Laughter	2	Sounds of a Distant Drum	6

Harcourt, Brace and World

Much Majesty	4	First Splendor	6
Wider Than the Sky	5		

Scott, Foresman and Company

Open Highways	4	Open Highways	6
Open Highways	5		

Franklin Literature Series

Here and There Stories	3	Near and Far Stories	5
Now and Then	4		

L. W. Singer Company

Aesop's Fables	4	Famous Myths of the Golden Age	6

Supplementary Reading Materials for Grade 1 to Accompany State Textbooks

Harper and Row

Vocabulary Cards for Janet and Mark
and Outdoors and In
Story and Reference Charts for Janet and Mark
and Outdoors and In
Picture Cards for Janet and Mark
and Outdoors and In
Vocabulary Cards for City Days, City Ways
and Just for Fun
Vocabulary Cards for Around the Corner
and Real and Make Believe

Macmillan Reading Program

Word and Sentence Building Cards
Magnetic Display Board, Overlay, and Pencils
Preprimers
Opening Books
A Magic Box
Things You See

Macmillan Bank Street Readers

Readiness Photographs
Magnetic Display Board, Overlay, and Pencils
Phonic Picture Cards
Vocabulary Cards
Reading Charts for Preprimers and Primer
Reading Charts for First Reader

READING TEXTBOOKS AVAILABLE FROM THE DISTRICT LIBRARY

Supplementary Readers

		Grade Level
AMERICAN BOOK CO.		
(Reading Experiences and Development Series)	And So You Go!	Pp1
	Be On The Go!	Pp2
	Can You?	Pp3
	Days and Ways	P
	Each and All	1
	Far and Away	2^1
	Gold and Silver	2^2
	High and Wide	3^1
	Ideas and Images	3^2
	Joys and Journeys	4
	Kings and Things	5
	Launchings and Landings	6
(Golden Rule Series)	Open Roads	3
(Betts Basic Readers)	American Adventures	4
CENTURY SCHOOLBOOK PRESS		
(Enrichment Readers Series)	Between Sea and Mountains	4
	The Gate Swings Open	5
	Everybody's Riches	6
BOBBS-MERRILL CO.		
(Treasury of Literature Readers)	Merry-Go-Round	1
	Happiness Hill	2
FIELD EDUCATIONAL PUBLICATIONS		
(Reading-Motivated Series)	Leonard Visits Space	Pp
	Leonard Visits the Ocean Floor	P
	Leonard Discovers America	1.6
	Leonard Visits Dinosaur Land	2.0
	(Distributed in sets of 8 books with accompanying recording.)	

	Supplementary Readers	Grade Level
HARPER AND ROW		
(Wonder-Story Books)	It Must Be Magic	4
	They Were Brave and Bold	5
	These Are the Tales They Tell	6
D. C. HEATH AND CC.		
(Reading Caravan Series)	Peacock Lane	4
	Silver Web	5
	Treasure Gold	6
HOLT, RINEHART AND WINSTON		
(Sounds of Language)	Sounds I Remember	Pp
	Sounds of a Pow-wow	2
	Sounds After Dark	3
LAIDLAW BROTHERS		
(Urban Reading Series--State Adoption)	Happy Days in the City	P
	All Around the City	1
	Good Times in the City	2
	Adventures in the City	3
J. B. LIPPINCOTT CO.		
(Basic Reading Series - State Adoption)	Readiness for Learning-nonconsumable	R
	Basic Reading	Pp
	Basic Reading	P
	Basic Reading	1^1
	Basic Reading	1^2
	Basic Reading	2^1
	Basic Reading	2^2
	Basic Reading	3^1
	Basic Reading	3^2
(Time to Read Series)	Helping Others	4

	Supplementary Readers	Grade Level
READERS DIGEST SERVICES		
(Reading Skill Builder)	Reader's Digest	1^1
	Reader's Digest	1^2
	Reader's Digest	2^1
	Reader's Digest	2^2
	Reader's Digest	3^1
	Reader's Digest	3^2
	Reader's Digest	4^1
	Reader's Digest	4^2
	Reader's Digest	5^1
	Reader's Digest	5^2
	Reader's Digest	6^1
	Reader's Digest	6^2
	Reader's Digest	7^1
	Reader's Digest	7^2
	Reader's Digest	8^1
	Reader's Digest	8^2
	Reader's Digest Science Reader	4
SCOTT, FORESMAN & CO.		
(Basic Readers, Fifties Edition)	Tall Tales - Part I	3^1
	Tall Tales - Part II	3^2
	Parades	7^1
	Panoramas	8^1
	More Panoramas	8^2
(New Basic Reading Program, Multi-Ethnic Edition)	Now We Read	P^1
	Fun With the Family	P^2
	Fun Wherever We Are	P^3
	The New Guess Who	Junior Primer
	Fun With Our Friends	P
	More Fun With Our Friends	1
	Friends Old and New	2^1
	More Friends Old and New	2^2
	Roads to Follow	3^1
	More Roads to Follow	3^2
	Ventures	4
	Vistas	5
	Cavalcades	6

CALL NUMBER	AUTHOR	TITLE	NO. OF COPIES
all 372.4	Oregon, University of	Analysis of reading readiness tests	2
	Oregon, University of	A concise summary of the content of word attack skills	1
	Oregon, University of	Reading: a controversial view	1
	Oregon, University of	Remedial reading activities	27
	Oregon, University of	Selected reading games and devices for the intermediate grades by John W. Starr, 3rd	3
	Oregon, University of	Selected reading games and devices for the primary grades by John W. Starr, 3rd	3
	Oregon, University of	A remedial reading program for elementary schools by John W. Starr, 3rd	2
	Pasadena City Schools	Guidelines for the elementary reading program	1
	Reading Reform Foundation	The fifth annual conference, August 4, 1966	1
	Robinson, H. Alan	The underachiever in reading	1
	Robinson, Helen M.	Clinical studies in reading II with emphasis on vision problems	1
	Robinson, Helen M.	Controversial issues in reading and promising solutions	2
	Robinson, Helen M.	Developing permanent interest in reading	1
	Robinson, Helen M.	Evaluation of reading	1
	Robinson, Helen M.	Materials for reading	1
	Robinson, Helen M.	Oral aspects of reading	1
	Rosborough, Pearl M.	Physical fitness and the child's reading problem	1
	Roswell, Florence	Reading disability	2
	Russell, David H.	Children learn to read	2
	Smith, Nila Banton	Reading instruction for today's children	27
	Spache, George D.	Reading in the elementary school	6
	Strang, Ruth	Helping your child improve his reading	5
	Umans, Shelly	Designs for reading programs	1
	Umans, Shelly	New trends in reading instruction	1
	U.S. Office of Ed.	Research in reading for the middle grades	1
	U.S. Office of Ed.	Research in reading readiness	1
	Van Allen, Roach	Language experiences in reading	13
	Veatch, Jeannette	How to teach reading with children's books	1
	Veatch, Jeannette	Individualizing your reading program	2

bridge	you
commercial	come
abolish	not
trucker	with
apparatus	jump
elementary	help
comment	is
necessity	work
gallery	are
relativity	this

road	see
live	play
thank	me
when	at
bigger	run
how	go
always	and
night	look
spring	can
today	here

zany	decided
jerkin	served
nausea	amazed
gratuitous	silent
linear	wrecked
inept	improved
legality	certainly
aspen	entered
amnesty	realized
barometer	interrupted

conscientous	city
isolation	middle
molecule	moment
ritual	frightened
momentous	exclaimed
vulnerable	several
kinship	lonely
conservatism	drew
jaunty	since
inventive	straight

amber	scanty
dominion	business
sundry	develop
capillary	considered
impetuous	discussed
blight	behaved
wrest	splendid
enumerate	acquainted
daunted	escaped
condescend	grim

capacious	our
limitation	please
pretext	myself
intrigue	town
delusion	early
immaculate	send
ascent	wide
acrid	believe
binocular	quietly
embankment	carefully

Chitter-Chatter, the squirrel
looked out the doorway
of his home.

His home was a nest
far up in a big tree.

Mother Squirrel
was not at home.

This morning she had run
down the tree
to climb and jump and play
in the green woods.

"Stay in the nest,
and you will be safe,"
she said to her four little squirrels.

Chitter-Chatter did not want
to be safe.
He was little and he was young,
but he was
a bold little squirrel, too.

After that we boys made for the lake.
The men stayed in the cabin.

The sun was going down.
Outdoors it was not too warm.
We saw a fish jump up from the water.
Dave had told us that there was
a red fox in the woods by the lake,
but we did not see him.
All the animals we saw were squirrels.
They ran around as bold as could be,
looking for acorns.
Not one frog or turtle did we see.

"They are down in the lake,
asleep in the mud," said Jacky.
"They will stay there until spring."

Alexander Graham Bell, named after his grandfather and father, was born on his grandfather's birthday in 1854. Since both his father and grandfather specialized in good speech and taught speech, the third Alexander grew up being interested in their work. Aleck, as the boy was always called by his family, inherited his mother's musical ability, and played the piano well. His music teacher, Signor Bertini, wanted Aleck to follow in his footsteps.

At the age of fourteen, Aleck spent a year in London with his grandfather. It was during this year that his grandfather influenced Aleck to take up the teaching of speech as his life's work.

In 1871 young Bell arrived in Boston to show teachers of the deaf how to use Visible Speech in their teaching. Later he opened his own school for teachers of the deaf. He also taught deaf students of his own. Bell was always interested in developing new ideas, and experimented with a machine to help deaf children. But that machine turned out to be the first telephone instrument.

It was a quiet valley. It was a friendly house. I mean the little white house where Timothy lived with his mother and father. I mean the quiet valley three miles down Piper's Road, just after you pass Alexander's Wood. That valley!

The streetcar did not get there. The bus did not go that far. The trains rolled miles away in a bigger valley of their own. But Timothy's house was in a quiet valley--a round bowl of a valley.

Bobby Grant ran out of the breakers and flopped down breathlessly on the warm Florida sand next to his cousin, Tom.

"Boy, you're lucky to live around here, Tom," he said. "The swimming's great!"

"Sure, but you have lots of lakes in Minnesota, don't you?" his cousin asked.

"True, but you can't go for a swim in March--not unless you want to turn into an iceberg. That's why I was so glad my family decided to visit yours during spring vacation. I can't wait until everyone at home sees my tan!"

Although Florida was crowded with vacationers at this time of year, Tom and Bobby were almost alone on this part of the beach. There were mostly private homes along this particular strip. One of them belonged to Bobby's uncle, Tom's dad, who had just moved to Florida with his family.

The curtains parted and the audience waited anxiously for the clown to begin his act. He walked to the center of the stage, bowed low, and smiled broadly.

Then the clown lifted the long, flowing sleeve of his robe, covered his face with it, and began imitating a squealing pig. The imitations were so cleverly done that the audience insisted that he must have a small pig hidden somewhere in the folds of his robe.

Three men jumped onto the stage and searched the clown from head to toe. But no pig could be found.

Suddenly a farmer in the audience shouted, "Do you call that a pig's squeal? If you want to hear what a pig's squeal really sounds like, come back here tomorrow."

"Daddy," said Mark
"You have a little car.
Mother likes a big car.
I like this little red car."

"Yes Mark," said Daddy.
"You like this little car."

David saw Mark with the bird.
"Is this your little bird?" said David.
"Will you give him to me?
Will you give him to me for a nickel?"

"For a nickel!" said Mark.
"What good is a nickel?
All you can get with a nickel is a pickle.
That is what Mr. Green said.
You can have my bird for a dime."